Culminating Project: Small Group Program

Sarah DeVoe
Liberty University

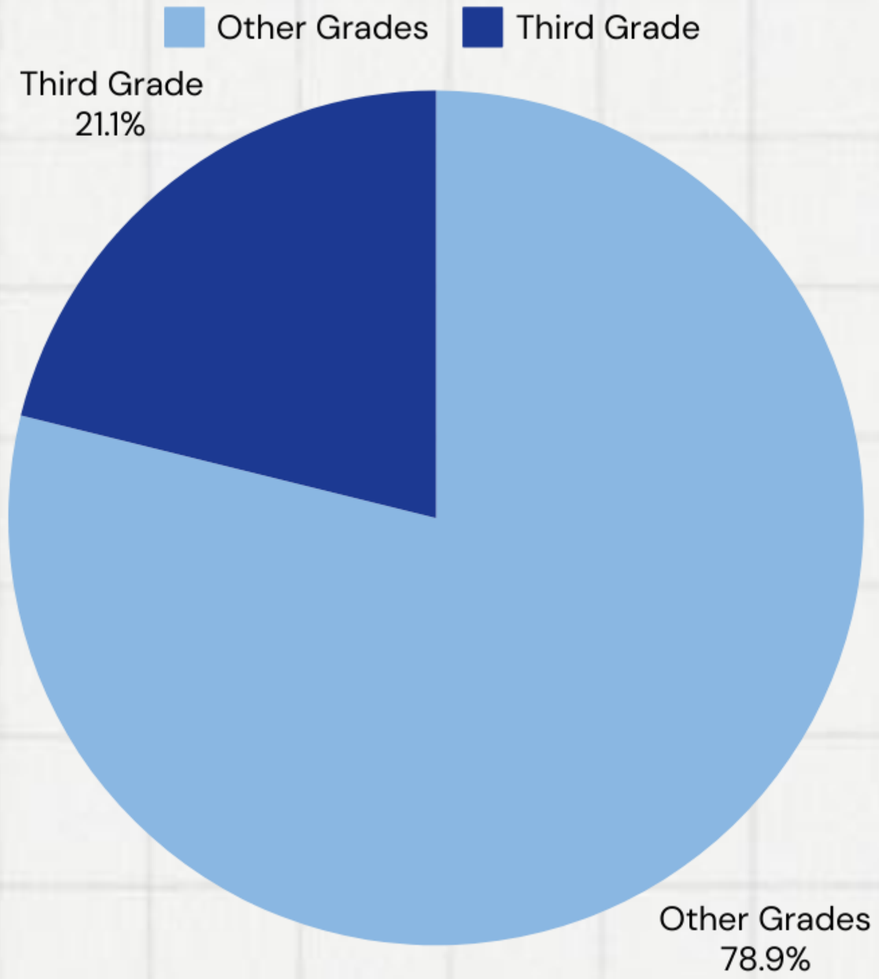
Overview:

This presentation covers the counseling group focused on **self-regulation** that was led with Third Grade students at Providence Elementary.

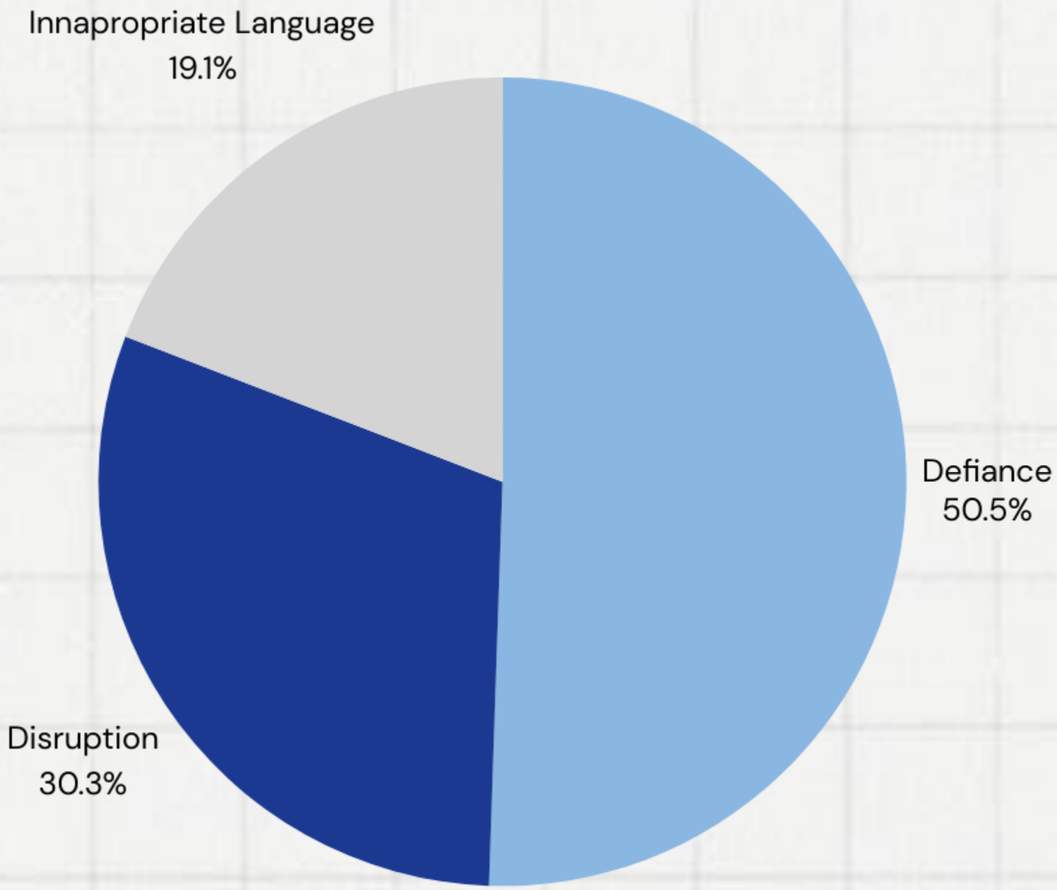
Existing Data Sources

Discipline Data- PBIS Apps

According to discipline data for the 2023-2024 school year to-date, there have been 331 major discipline referrals. **The grade with the highest number of referrals is the 3rd grade**, with 70 referrals.



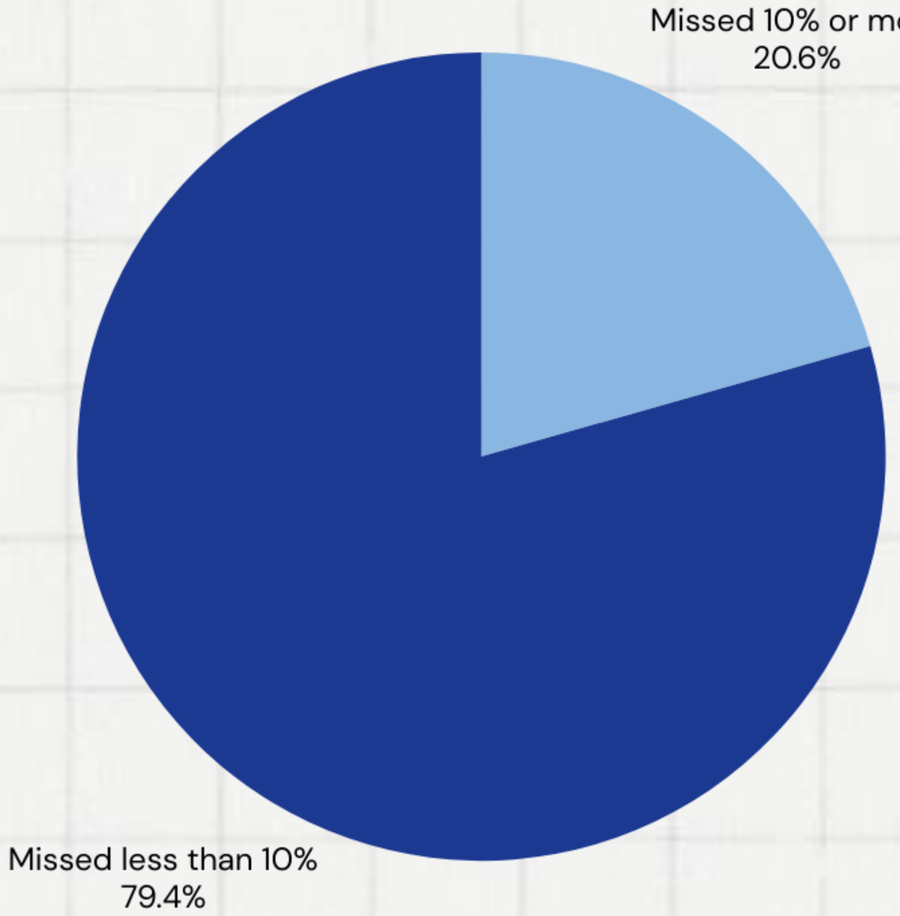
Discipline Data- PBIS Apps



The top three behaviors in the school are as follows:

- Defiance- 95 referrals
- Disruption- 57 referrals
- Inappropriate language- 36 referrals

This data helped inform small group curriculum.



VDOE School Profile Data

According to 2023 VDOE school profile data for the 22/23 school year, **20.6% of students are chronically absent**- meaning they have missed more than 10% of the school year.

This number has increased every year since 2020, which had 12.9% chronic absenteeism.

Data Connection

According to a 2020 study by Robson, Allen, and Howard, **self-regulation in early school years can determine a variety of outcomes**.

Self-regulation is positively associated with school engagement and academic achievement.

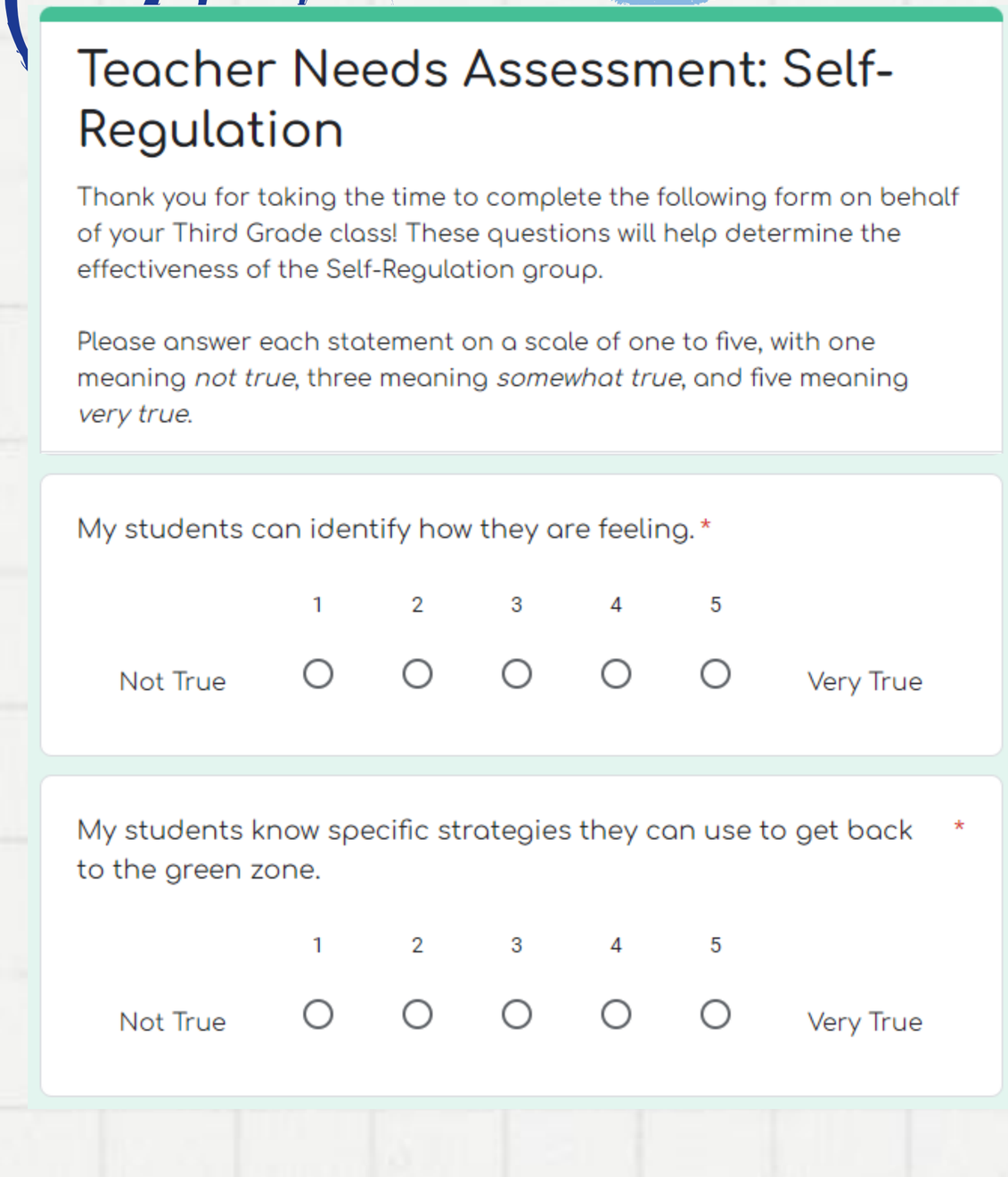
Self-regulation is negatively correlated to externalizing problems, depressive symptoms and peer victimization.

The goal for the self-regulation group is to improve student discipline and attendance outcomes by improve self-regulation skills.

Needs Assessment

Needs Assessment

- The needs assessment featured four statements on students' knowledge, skills, and beliefs relating to self-regulation.
- Stakeholders ranked each statement as true or untrue on a Likert scale.
- The three stakeholder groups surveyed were students, teachers, and student support staff.



Teacher Needs Assessment: Self-Regulation

Thank you for taking the time to complete the following form on behalf of your Third Grade class! These questions will help determine the effectiveness of the Self-Regulation group.

Please answer each statement on a scale of one to five, with one meaning *not true*, three meaning *somewhat true*, and five meaning *very true*.

My students can identify how they are feeling. *

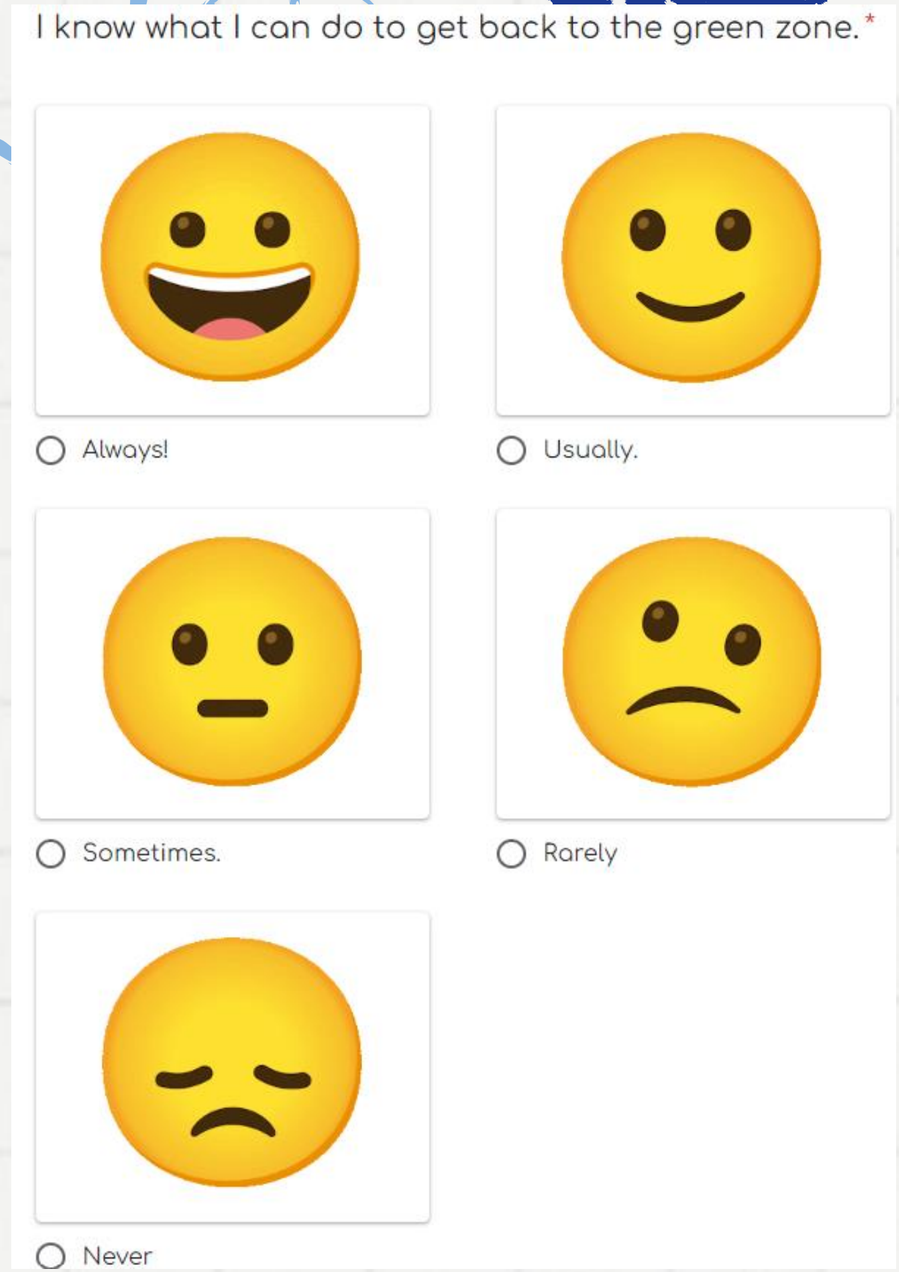
	1	2	3	4	5	
Not True	○	○	○	○	○	Very True

My students know specific strategies they can use to get back to the green zone. *

	1	2	3	4	5	
Not True	○	○	○	○	○	Very True

Needs Assessment

- The four question needs-assessment was distributed to stakeholders via a google form.
- Questions related directly to skills that could be learned in the small group.



Needs Assessment

- The wording on the student's form was changed to be more appropriate for their developmental level.

- Emojis were incorporated into the Likert scale to provide students with context for the scale.

Needs Assessment Results

- The needs assessment results indicated that students struggled with **naming their emotions** and did not have a good grasp on **specific strategies to self-regulate**.

- Responses were mixed and overall neutral on whether or not students had appropriate responses to problems.

- The needs assessment showed that students overall do believe it is important to positively manage emotions.

Group Counseling Implementation & Artifacts

Implementation- Overview

01. Welcome/Identifying Feelings

02. Size of Feelings & Regulation Strategies

03. Chain Reactions/Changing Behaviors

04. Conflict Resolution Strategies

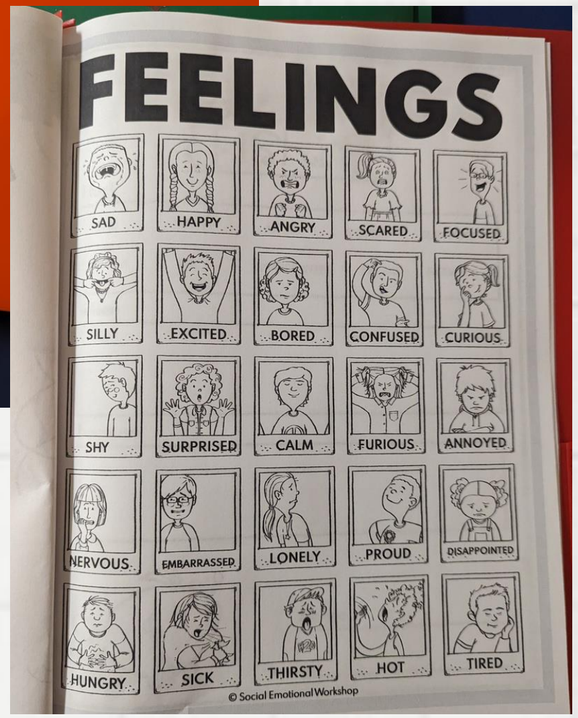
05. Conflict & Regulation Strategies Review

06. Review Game

Behavior Management

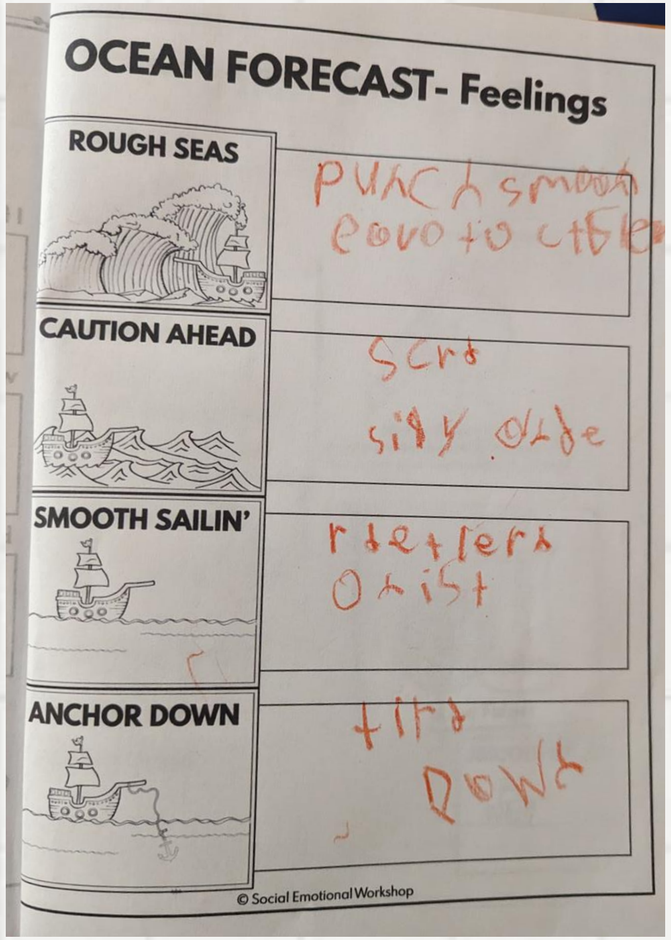
- Students sign a group agreement during the first group that is reviewed at each subsequent group.
- Students are incentivized with a behavior chart and receive a reward when they complete the chart as a group.

Group Journals

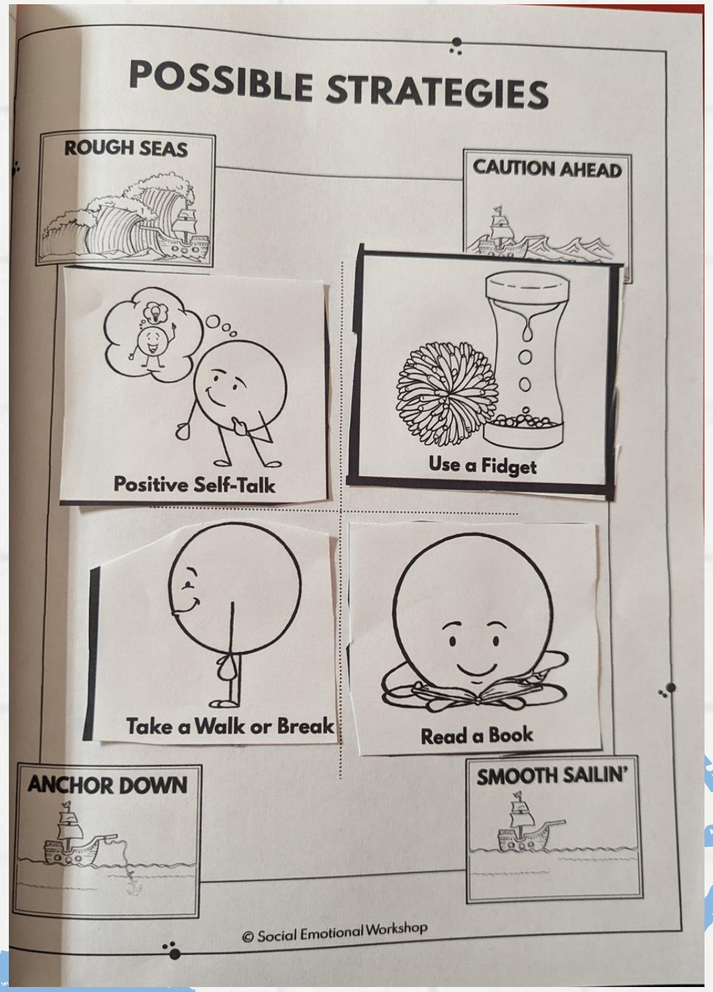


- Students received journals where they kept their group work.
- Decorating the journal was a great group ice-breaker.
- Students had a “feelings” page in the journal that they would use to describe how they are feeling at the beginning of each group.

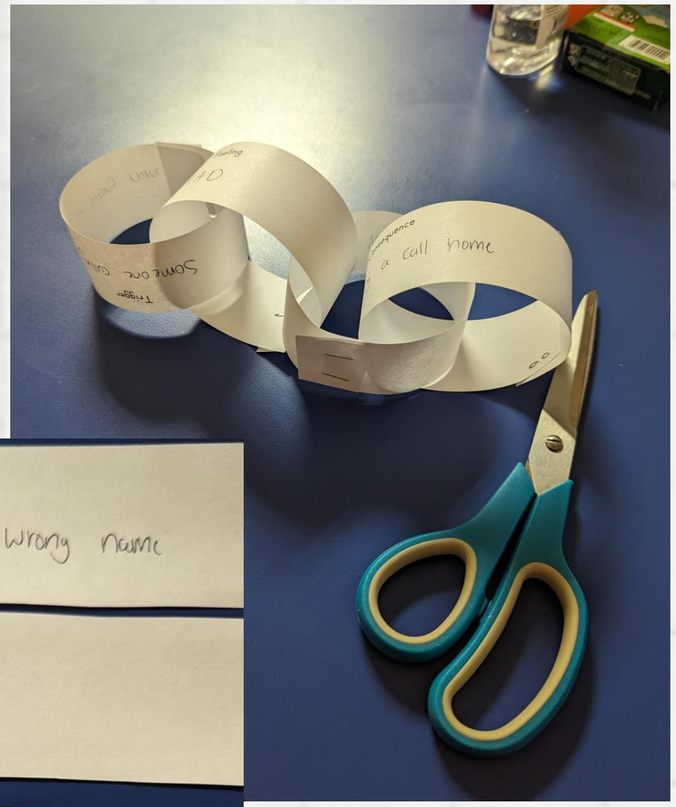
Regulation Strategies

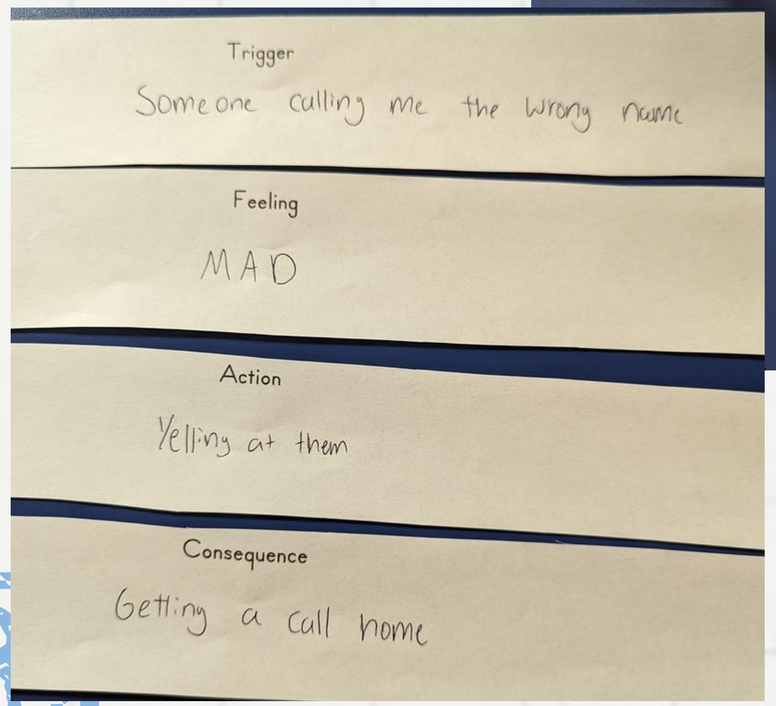


- Students reviewed the "Zones of Regulation" and came up with a feeling for each zone.
- Students picked a red zone feeling and learned to "ride the wave" of that feeling.
- Students picked a regulation strategy for each zone, glued it into their journal, and set a goal of practicing that strategy throughout the week.



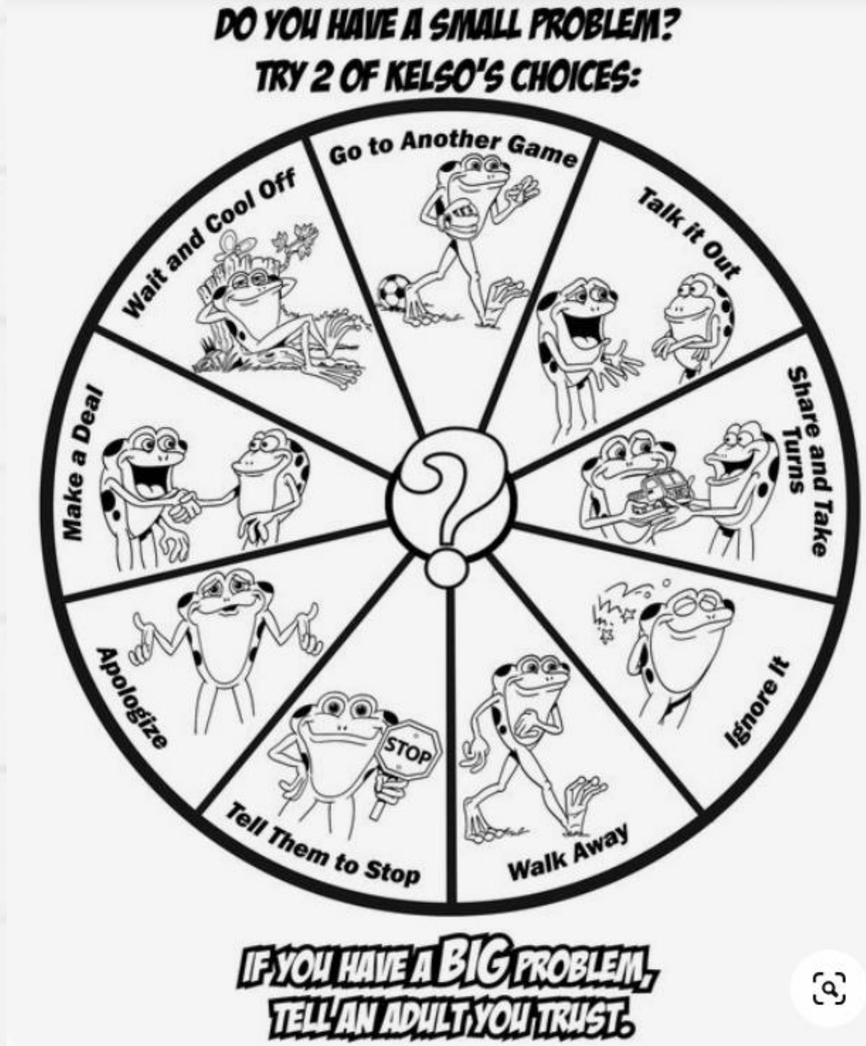
Chain Reactions/Changing Behaviors





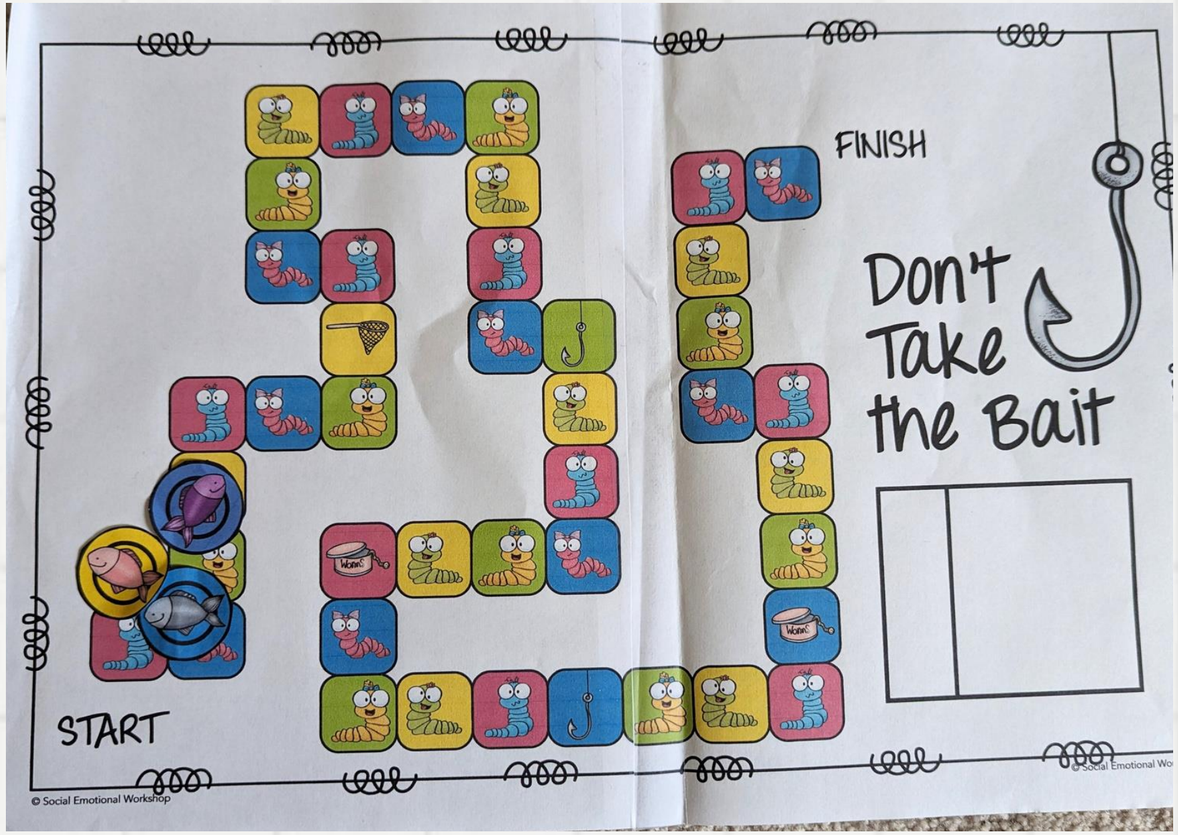
- We talked about chain reactions and made paper “chains of events” that could lead to unwanted consequences.
- Students identified the actions that led to the unwanted consequences and ripped them off the chain, replacing them with self-regulation strategies.
- Students then made their own chains based on scenarios that could cause dysregulation.

Conflict Resolution Strategies



- Students learned the difference between big and small problems, and strategies to solve small problems on their own.
- Students picked a strategy and got in a group to act it out.

Review Games



- For review, we played a game called “Don’t take the bait”, where students had to respond to scenario cards with a regulation strategy in order to move their piece on the board.
- We also played another review game where I asked increasingly harder question pertaining to what we had learned in each week of group.
- Hearing the activities and concepts that kids remembered best functioned as a good method of evaluating the group.

Pre-AIA & ASCA Standards

Pre-AIA Standards

1. Foundations

This small group aligned with standard one in that I applied and adhered to ethical and legal standards concerning group counseling, especially regarding group norms and confidentiality.

2. Counseling Prevention & Intervention

This small group aligned with standard two in that I provided group counseling on self-regulation that promoted all three school counseling domains.

5. Research & Evaluation

For standard five, I selected the group topic based on school data, performed needs assessment, and developed measurable outcomes for the group.

ASCA Standards

B-LS 7. Long- and short-term academic, career, and social/emotional goals

Students set goals pertaining to self-regulation, such as using a calm-down strategy or trying two conflict resolution strategies throughout the week.

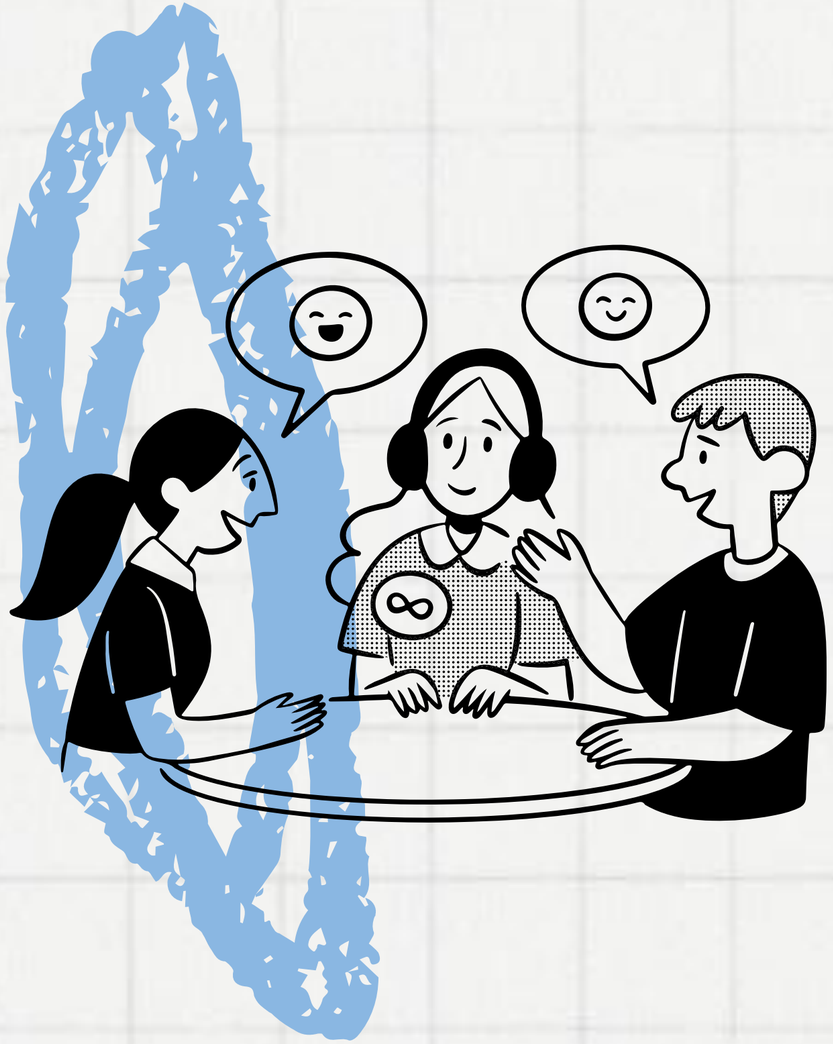
B-SMS 2. Self-discipline and self-control

Students gained knowledge and strategies pertaining to self-discipline and self-control.

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

Students learned and discussed how self-regulation can aid in making socially mature decisions appropriate for their environment.

(ASCA, 2021)



Cultural Sensitivity

Cultural Sensitivity

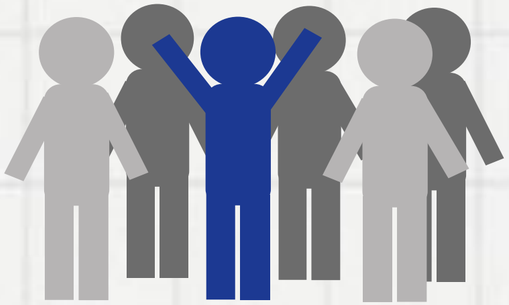
- Providence Elementary is made up of a population of 39.8% white, 30.3% Black, and 19.4% Hispanic students (Virginia Department of Education, 2023).
- The small group consisted of Black, Hispanic, Egyptian, and White students.
- As this is a diverse population, there are certain cultural factors to keep in mind when it comes to self-regulation (Jaramillo et al., 2017).

Cultural Sensitivity

- Parents in individualistic cultures may foster the expression of a range of emotions, while parents from collectivist cultures may foster the expression of only those emotions that preserve social harmony (Jaramillo et al., 2017).

- As we often discussed emotions and self-regulation strategies, I emphasized that everyone expresses emotions differently and different strategies work for different people.

Collectivist Cultures



Individualistic Cultures

Project Evaluation

Project Evaluation

To evaluate the small group program, I used the needs assessment as a pre/post-test to measure student growth. I also plan on using school attendance and discipline data to measure any changes.

100%

of students scored themselves the same or higher on the post-test measuring their skills, knowledge, and attitude towards self-regulation.

Resources

Resources

American School Counselor Association. (2021). ASCA student standards: Mindsets & behaviors for student success. https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf

Jaramillo, J. M., Rendón, M. I., Muñoz, L., Weis, M., & Trommsdorff, G. (2017). Children's Self-Regulation in Cultural Contexts: The Role of Parental Socialization Theories, Goals, and Practices. Frontiers in Psychology, 8. https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00923

Resources

Virginia Department of Education. (2023). Providence Elementary school quality profile.

Young, A. & Kaffenberger, C. (2018). Making Data Work (4th Ed.). ASCA National Model.

Robson, D. A., Allen, M. S., & Howard, S. J. (2020). Self-regulation in childhood as a predictor of future outcomes: A meta-analytic review. Psychological Bulletin, 146(4), 324–354. https://doi.org/10.1037/bul0000227